DOCUMENT RESUME

ED 206 809 CE 029 769

TITLE	Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.
INSTITUTION	National Association of State Directors of Vocational Education.
PUB DATE	Apr 81
NOTE	8p.; For a related document see CE 029 768.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Advisory Committees; Data Collection; *Educational Finance; Educational Needs; *Educational Objectives; *Educational Philosophy; Federal Aid; *Federal Legislation; Federal State Relationship; Government School Relationship; Position Papers; Program Evaluation; Public Policy; Research Needs; State Boards of Education; State Departments of Education; *Vocational Education
IDENTIFIERS	*Reauthorization Legislation; *Vocational Education Act 1963

ABSTRACT

The National Association of State Directors of Vocational Education takes the following position in four areas regarding the reauthorization of the Vocational Education Act of 1963: (1) In regard to governance of vocational education, the Association recommends the continuance of the cooordination of local, state, and federal governments. Vocational education in each state must be administered by a sole State Board for Vocational Education that provides overall leadership and planning and coordinating with federal and local agencies; advisory committees should be used to assist the State Board. (2) In the area of funding, the federal government has a financial responsibility to assist states; funding should be allocated by formula; local and state funds should not be required for maintenance of federally required services; flexibility in use of funds should be granted; and the federal portion should not exceed 50 percent for state and local administration or 100 percent of federally mandated programs. (3) In the area of evaluation, the State Board shall develop a State Plan, upon which the federal government should provide funding. State evaluation systems should provide a basis for formation of State Board policy and determine program quality and effectiveness; and data systems should provide the required level of detailed information at federal, state, and local levels. (4) In the area of programs and services, the same must be equally available to all; new programs should be developed with federal funds; federal funds should support state research and development activities; and The National Center for Research in Vocational Education should continue to conduct research and development and act as a national clearinghouse for curriculum development. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED206809

POSITION STATEMENT OF NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

Reauthorization:
Vocational Education Act

April, 1981

CE029769

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James L. Reid

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This publication has been developed as a companion paper to the previously published Position Statement entitled *Vocational Education: Purposes, Roles, Responsibilities*.

Both are available from:

National Association of State Directors of Vocational Education
2020 North 14th Street
Arlington, VA 22201

REAUTHORIZATION:
Vocational Education Act

In considering the Purposes, Roles, and Responsibilities of Vocational Education as adopted in 1980 by the National Association of State Directors of Vocational Education, the Association takes the following positions regarding the reauthorization of the Vocational Education Act of 1963 as amended. These positions were developed in recognition of current national priorities such as industrial modernization, economic development, revitalization of depressed areas, full employment, productivity, a strong national defense, and energy-related issues.

I. GOVERNANCE

Vocational education is a legitimate concern of all levels of government. Since a highly skilled and knowledgeable work force is essential to the economic stability and growth of local communities, the states, and the nation, all levels of government must be concerned with the condition of the vocational education enterprise. Although its delivery is essentially a state and local responsibility, and should remain so, the historical development of vocational education throughout the nation reflects a close relationship between local education agencies and institutions, each state's vocational education board, and the federal government. This working relationship has contributed significantly to the growth of a comprehensive system of vocational education in every state and local community. It must be fostered.

SOLE STATE BOARD

Position Statement:

Vocational education in each state must be administered by a sole State Board for Vocational Education, assisted by a qualified and adequate support staff as determined by the Board, and directed by a state director for vocational education.

The sole State Board designated by each state to administer vocational education shall have the authority and responsibility for assisting education agencies and institutions in providing quality vocational education programs and for assuring equal access to those programs.

The sole State Board shall have the authority and responsibility for the following vocational education functions:

- Providing overall policy making, leadership, and coordination for vocational education.
- Ensuring accessibility to vocational education and employment and training programs.
- Preparing state plans and reports.
- Coordinating with advisory committees on vocational education and other local, state and federal councils, agencies, and organizations concerned with vocational education and employment and training programs.
- Assisting education agencies and institutions in program planning, development, and evaluation.
- Collecting, analyzing, and disseminating information.
- Providing a system for financing vocational education.
- Providing a system of accountability and evaluation.
- Providing for program improvement and supportive service activities.
- Monitoring programs to strengthen the delivery of vocational education programs in accordance with state and federal legislation.

ADVISORY COMMITTEES

Position Statement:

Vocational education strongly supports the establishment and use of advisory committees to assist in assuring quality vocational education and equal access to vocational programs as determined through local and State Board policies. Advisory committees should include representatives from groups such as business, industry, labor, and the general public.

COORDINATION

Position Statement:

The sole State Board shall have the authority for coordinating all vocational education and employment-related education and training in order to facilitate cooperation in the use of resources, determination of priorities, assessment of needs, and clarification of roles.

II. FUNDING

The purpose of federal funding in vocational education is to assist states in providing comprehensive programs and services that enable people to secure and retain employment; to enhance potential for individuals to increase earned income; to assist states in developing and administering programs relating to problems of national concern; and to assist states in improving planning for the use of all resources available for vocational education.

Position Statement:

The federal government has a financial responsibility to assist states in providing an adequate level of quality vocational education programs and services to achieve national priorities.

Position Statement:

Federal appropriations to each state and territory should be allocated by formula. The formula should result in the amount required by each state and territory to meet federal priorities and subsequent requirements.

A procedure for the distribution of federal funds within each state should be determined by the sole State Board on the basis of identified needs, reflecting purposes specified in federal legislation and available resources.

Position Statement:

Maintenance of effort on a state-wide aggregate basis is desirable. No provision for maintenance of effort by programs and services at the local level should be required in federal legislation.

Position Statement:

Grants to states should allow flexibility in meeting national concerns and individual state needs. For purposes of allocation to states, targeting may be desirable to meet priorities of national concern. Targeted funds should be provided without a matching requirement and without prescribed percentages. The determination of expenditure of targeted funds should be made by the sole State Board through the State Plan for Vocation Education in accordance with each state's needs.

Position Statement:

The federal portion of the costs for state and local administration should not exceed 50% of the total cost for this function. For prescribed mandates, 100% of the state and local administrative costs should be borne with federal funds.

Position Statement:

Federal legislation should permit the use of federal funds to support vocational student organization activities that are an integral part of the vocational program.

III. PLANNING, EVALUATION, DATA,AND REPORTS

The state planning process is the basis for delivering vocational education. The proces of evaluation varies among national, state, and local levels. Data needs for decision making differ at each level for planning, evaluating, and reporting. Data systems should provide for improving program quality and management decisions.

Position Statement:

The sole State Board shall have the responsibility to develop a State Plan that reflects all vocational education and employment-related education and training. The State Plan must reflect national priorities and be based upon the sole State Board's identification of goals and objectives, implementation strategies, anticipated outcomes, and fund allocations to meet these priorities. The Plan should identify the special needs of the state and describe how the state will provide for the programs and support services required to meet such needs. The State Board should use a planning committee representing those who are knowledgeable of the needs and those who administer the various programs and services. Release of federal funds to each state should occur upon receipt of the State Plan. Under a multi-year Plan, the funds should be allocated throughout the period covered by the Plan.

Position Statement:

State evaluation systems should provide a basis for formation of State Board policy and determine program quality and effectiveness. Local systems should establish an evaluation process that is consistent with the state system and provides specific information for individual program improvement. The format for evaluation should be of such design as to promote program planning, assessment, and improvement.

Position Statement:

Data systems at the national, state, and local levels should support planning, monitoring, and evaluation system requirements at the respective level. There should be a common core of data elements that is applicable to all systems concerned with vocational education and employment-related education and training. Information collected for utilization at the federal level should include only that data which are functionally specific for national decision making. Compatible data for matching labor market demand with supply are needed.

Position Statement:

The purpose of accountability should be to provide a mechanism for reporting accomplishments toward State Board objectives which include national priorities outlined in the State Plan, as well as providing a basis for continued systematic planning.

IV. PROGRAMS AND SERVICES

The primary purpose of federal vocational education legislation is to enable the federal government, through the State Board, to improve and expand the accessibility and quality of employment-related education and training programs and services at all levels, including consumer and homemaking education, which provide individuals with the skills and knowledge that will contribute to the resolution of national concerns.

Position Statement:

Vocational education must ensure the provision of equal opportunity for all persons to gain access to and succeed in programs of vocational education and employment-related education and training. This thrust recognizes the continuing need to meet the unique needs of specially identified populations.

Position Statement:

Federal legislation should permit funds to be utilized for the establishment of new vocational education programs, and/or to maintain, expand, improve, and update existing programs to effectively meet federal, state, and local priorities.

Position Statement:

A national center for research in vocational education should be continued to conduct longitudinal and short-term research and development efforts related to vocational education and employment-related education and training issues; disseminate the results of research and development, develop information to facilitate national planning and policy formulation; act as a clearinghouse for vocational education and employment-related education and training issues; expand and conduct leadership and personnel development programs for all states; and provide services to State Boards, other agencies, and institutions.

Position Statement:

Federal funds should be appropriated to support state activities related to national and state priorities in the areas of research, exemplary and innovative programs, curriculum and instructional materials development, and personnel development.

Federal funds appropriated for programs of national significance and for state program improvement and supportive services should contain provisions to allow disbursement through contracts, grants, or cooperative arrangements.

Position Statement:

A mechanism for curriculum coordination should be continued and strengthened. A national center for research in vocational education should serve as a central coordinating point for that mechanism to foster linkages, improved communications, dissemination of products, and the sharing of resources.